

CYBERFIGHTERS' BOOKLET



#CYBERFIGHTERS

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1. INTRO AND TYPES OF BULLYING



Most people are familiar with some kind of online harassment, especially children and teenagers whose social life is partially constituted by virtual interaction. The reasons why young people bully their peers online and offline are usually very similar, but the aggression takes place in a different environment and in different forms. An important factor is to be able to recognize what's the line that divides a joke and actual bullying. Proper cyberbullying can be defined as the systematic and repetitive use of technology to harass, threaten, embarrass, expose, impersonate or target another person. It's facilitated by the impersonal nature of online platforms and perpetrators feel more powerful behind the screen compared to face to face bullying.

Cyber-aggression manifests itself through distinct and various forms. Some of them are: harassment, flaming, cyberstalking, exclusion, denigration, outing and trickery, cyberbashing and impersonation. Their definitions are as follows:



Harassment: Insulting, disturbing and rude messages sent repeatedly through the use of computers and/or videophone. That includes e-mails, SMS and calls (also mute calls).

Flaming: Online verbal battles with harsh tone and insults. An atypical form of cyberbullying since electronic violent and rude messages are sent by people who have the same power, and the duration is limited to the shared online activity.

Cyberstalking: When the harassment becomes insistent and intimidating attacks to a victim, sometimes for being rejected or dumped, which might lead to the target beginning to fear for their physical safety.

Denigration: Insult or defame someone online through rumors, gossip and lies, normally of offensive and cruel type, which want to damage a person's reputation and his relationships. It may include sharing of altered pictures with the face of the victim in order to ridicule the person.



Impersonation: Violating the account of someone pretending to be this person, for example sending messages with the aim of giving a bad impression of him/herself, damage reputation or friendships, create problems or put in danger.

Outing and trickery: After apparent friendship, the cyberbully obtains spontaneous confidences (outing) of the victim or photos. These are then posted on blogs or spread through e-mails or messages without any authorization of the victim. It might also be the threatening of sharing these information and materials if the victim refuses to perform the bully's requests.

Exclusion: Intentionally leaving out or kicking out someone from an online group (buddy list), such as a chat, a game or other interactive, password-protected environments.

Cyberbashing: Video recording of a beating or slapping of another person, to be then shared and published online.



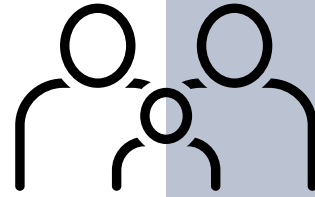
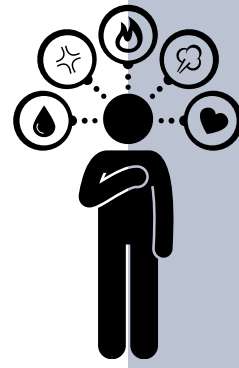
2. THE FIRST LINE OF DEFENSE AGAINST CYBERBULLYING COULD BE YOU...

Bullying has evolved from the days of after-school fistfights or shakedowns for lunch money. In keeping pace with today's technology, bullying has gone cyber—moving to email, text and social media. This shift to the internet has amplified the devastating impact of bullying because internet mediums facilitate rapid distribution and have no 'take-back' or 'erase' buttons. What may start as a petty playground fight can quickly escalate and end in tragedy. Here's a look at the roots, consequences and prevention of cyberbullying.

Roots

Anyone can become a victim of cyberbullying. To actually understand what bullying and cyberbullying is we have to understand the roots of it. Where and how it starts and how diverse/multi-dimensional the reasons can be.

Family: The first and the foremost reason of anyone becoming a bully/cyberbully is how he/she is raised. Broken families and domestic violence at home leaves a deep impact on children. They can go astray and start to run away from families. Bad treatment of kids at home makes them feel like a victim which leads to them becoming a bully by reflecting all the bad behavior at others.



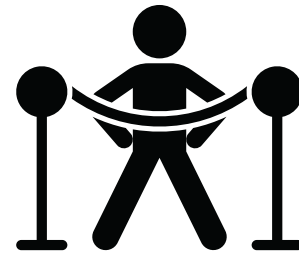
Harassment: Sexual and every type of harassment leads to one becoming a bully. They are hurt, sad, and angry and keep on searching for avenues to release that anger and frustration which leads to them bullying others in every possible way and every chance they get.

Being Indifferent: Most of the bullies have a troubled childhood in one way or the other. Kids and even teenagers who are indifferent fall victim to other bullies and eventually become bullies themselves in the sake of revenge. Indifferent people including kids lack the inner peace after being punished for being different. They can be indifferent in how they think, how they dress up, their sexual orientation or what they choose to do and not do.

Social Anxiety: Social anxiety comes as the aftermath of being bullied just because some of the kids are different. They become insecure and lose all the self-confidence if they had any. This insecurity keeps on multiplying within them and finally starts to erupt on others in the form of bullying and in the cyber world Cyberbullying.



Exclusion: Exclusion leads to one becoming a bully or a cyberbully. They are constantly given a feeling that they are not included in anything at all. Even if they belong to a certain minority, they are excluded from everything. This distances them from family and friends and loneliness and the anger of being excluded makes them do and say stuff which hurts other and the victims feel bullied.

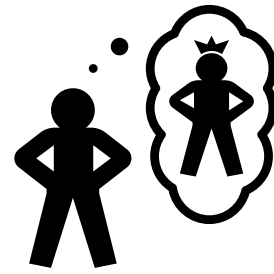


Group Pressure: Kids and even elders start bullying one or many people just so that they can be a part of some group. They feel superior after being added to a certain group. They forget how their actions are victimizing someone.



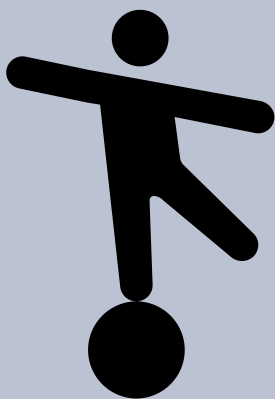
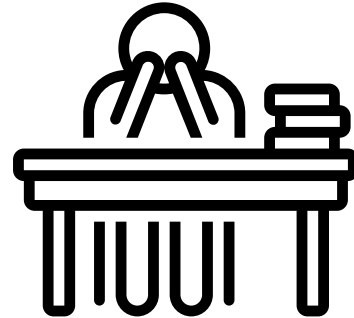
Need of Attention: Exclusion also leads to the need of attention and sometimes parents also treat the kids differently which makes one kid feel left out. They start becoming jealous of their own siblings and whenever they get a chance, they bully others and sometimes own family members.

Power Display: Low and high self-esteem leads to the display of power by the bully. They need the feel to exercise this power on others. Bullies generally mix pride and arrogance with self-esteem and become inconsiderate of others.



Lack of Emotional Intelligence:

Emotional intelligence is something which is hardly understood by the adults and expecting them from the teenagers is a far cry. We do not even understand that sometimes our actions and words hurt people around us just because we lack simple understanding of emotions, demography & background of people. We do not understand the consequences of our words and actions which lead to us hurting the people around us whom we love and care for.



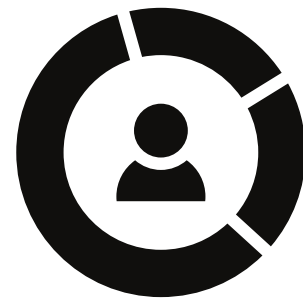
Instability in Life: Constant changes in life like moving cities, changing schools, starting over again and again hints to instability. These kids or people are unable to settle and make friends for a longer period. This sometimes develops rage in them which comes out on others in the form of bullying. The need to compensate for personal problems turns them into bullies. We need to be thoughtful about what we share or say that may hurt others. Many a times we try to be over smart and manipulate others. This over smartness also leads to arrogance which converts into bullying at a later stage.



Drug Addiction: Excess of everything is bad. Over consumption of any kind of drugs can lead to one becoming an addict and he/she is not rational anymore. The second they lose rationality, they become bullies. Their conduct towards others is hateful.



Consequences



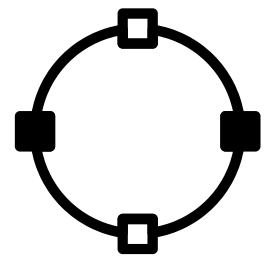
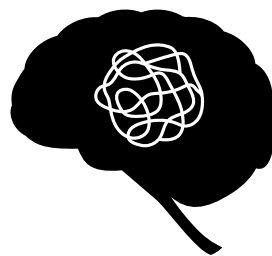
Cyberbullying leads to devastating results due to the wide spectrum of its spread. The bullied is never the same person again. He/she can try as much as they can but the wounds are too deep to heal in a lifetime. Some of the major consequences of cyberbullying:

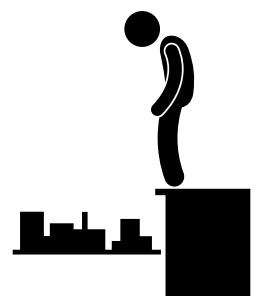
Trust Issues: The worst outcome of cyberbullying is that the bullied develops trust issues. As the process of identifying and punishing the culprit is not an easy process and this longevity of the process generally ends in helplessness and in the loss of trust in institutions and in relationships as well. They develop mistrust and find it too hard for them to trust anyone again.

Trauma & Depression: The trauma a bullied person is hit by is bigger than everything else. For days and months, they cannot even comprehend how and what has happened to them. Depression follows this trauma and they lose the control over their life. The loss of freewill and the fear of their trust being broken again can lead to serious physical and psychological disorders.

Eating Disorders: The victim often finds refuge in other activities and mostly lands into eating disorders and sometimes into drugs.

Vicious Circle: The bullied often also tends to become a part of the vicious circle and starts bullying others. This is a dangerous consequence as this way the number of bullies increase ten folds.





Normalization of Bullying: After a while, the bullying behavior becomes normal and the bully feels that he/she can manhandle and bully anyone anytime anywhere.

This normalization of bullying behavior leads to serious psychological problems and there comes a time when the bully starts to justify his/her actions and cannot feel or see the victim.

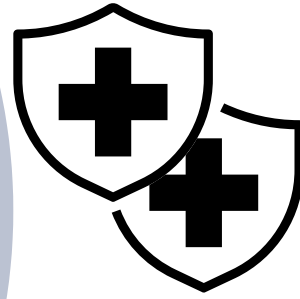
Exclusion Leading to Violence: The bully and the bullied both suffer from Exclusion. This exclusion from the society turns them into taking revenge for what they have lost. This revenge can lead to violence and loss of self-control.

Self-Harm: Most of the victims of bullying and in some cases the bullies also resort to self-harm. They are angry, sad, hurt and confused about what to do. Without anyone to talk to or turn to, they take things in their own control and harm others and themselves.

Suicide: Suicide is the eventual consequence of the victim but in some cases the bully also commits suicide in the process of self-harm. A number of research articles show that the number of suicide or attempt to suicide is increasing in the young generation due to cyberbullying.

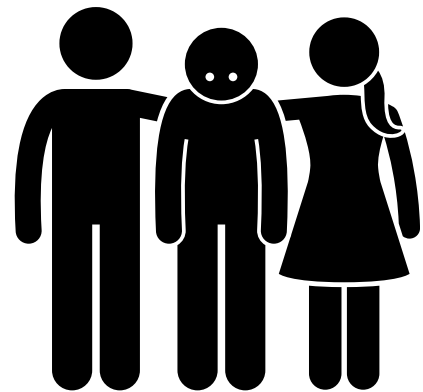


Prevention



Parents/Family: Following are some steps which parents or family members must take to prevent cyberbullying or fight it:

- Open line of Communication.
- Plan family activities.
- Understanding of Social Media.
- Display of Equal affection to children.
- Staying in touch with the teachers.
- Always stay alert for any red flags.
- Understanding towards the need of psychological help (if needed).
- Respecting the privacy of the kids.
- Engage kids in sports.
- Be open minded.
- Teach kids the meaning of respect for everyone.



Teachers/Schools: Teachers and schools are very much responsible if a kid(s) is being bullied. Following are some actions which teachers and school administration must take to prevent cyberbullying or fight it:



- Organizing a workshops for kids and staff on bullying and cyberbullying.
- Plan Extracurricular activities.
- Develop a psychological support system.
- Quarterly parents and teachers meetings.
- After-school clubs – Sports, Reading, and Music etc.
- Team Building Activities.
- Identification and hard punishment to the culprit in case of any incident.

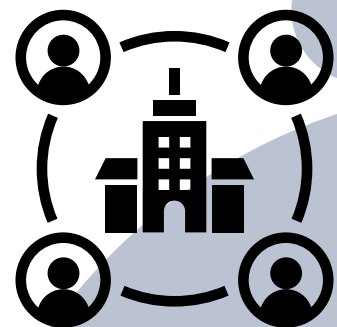
Youth Workers/NGOs: Youth workers and NGOs have an important role to play as an entity which can connect with parents, teachers, school administration and with institutions. Following are some actions which Youth workers and NGOs can perform to prevent cyberbullying or fight it:

- Join Bullying Prevention Day.
- Organizing a series of meetings (cooperation with schools).
- To create viral videos about bullying and its consequences.
- To create an online platform for people who seek help.
- Do not wait for the bullied come to you, get to know people around you, you will find many who seek help.
- Collaboration with other NGOs.
- Quarterly Meetings with other stakeholders (parents, schools, teachers, and public institutions including hospitals/Rehab centers).



Institutions/Policy Makers: Public institutions are a very important pillar to make reforms in order to bring about laws to prevent Cyberbullying and punish in case of a crime. Following are some actions which Public Institutions can perform to prevent cyberbullying or fight it:

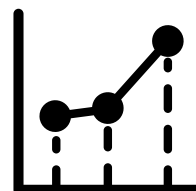
- Introduce relevant and emotionally intelligent Legislation.
- National and regional campaigns to raise awareness.
- Regular follow-ups from schools authorities on implementation of rules.
- Community service centers and hot lines open for public 24/7.
- Shifting of the focus more to prevention and victim support instead of punishment.
- Investment in Research to develop tools and methods to prevent and fight cyberbullying.





3. COUNTRY REALITIES

Data analysis of the countries involved in the project



Italy:

- 50% of bullied guys (victims) are between 11 - 17 years old.
- Talking about cyberbullying, girls are most affected.
- 59% of victims think about suicide.
- In 2017 was implemented a law, dedicated to Carolina Picchio (victim of cyberbullism) and it was the first one for the cyberbullism in Italy.
- Fondazione Carolina ONLUS: to support victims.
- Peer ambassadors to support the victims.
- Jujutsu for self-esteem.



Slovakia:

- 60% of bullying cases were reported by teachers.
51.8% of students reported bullying present at school.
- more than 7% of students said that teachers learned about bullying, but the abuser was not punished and the problems still persist.
- 56% the highest incidence of bullying was reported by primary school pupils.
- 34.9% have been victims or witnesses of cyberbullying.
- Projects, movements, campaigns against bullism and cyberbullism:
 - “School without hatred”;
 - By youth organisation IUVENTA;
 - Training courses/lectures;



Cyprus:

- It is hypothesised that cyberbullying is associated with ineffective parenting styles, the existence of significant emotional symptoms for the adolescents involved and also general conduct problems, hyperactivity, peer problems and antisocial tendencies. It is important to note that the perpetrators of cyberbullying were, in most cases, the victims of cyberbullying themselves.
- Statistically, the victims are mostly girls (19.1%), boys 7.8%.
- Bullies are mostly boys (7.1%), girls are about 1.7%.
- Since 2013, the government has been working with institutions on network, information and cyber defence security guidance.
- Lessons on the correct and safe use of the Internet are offered to students every year.



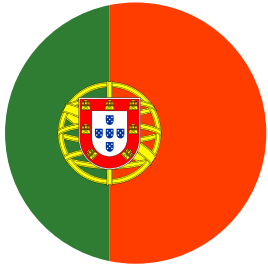
Germany:

- In 2018, 14 % of parents reported that their children were a victim of cyberbullying in Germany, It was only 7 % in 2011.
- Woman and children are the primary victims.
- 72% incidents occur at the workplace or school; 39% of bullying attacks persist for a year. Every victim misses work for at least five days a year.
- Law: On 25th July 2015 passed the German IT security act. German criminal office under the ministry of interior handles all the cyberbullying complains. Kids and youth helpline can be reached at 116111 to report any distress that the victim could be under.
- Projects, movements or campaign: German child protection league has a project “firewall live,” conduct courses for children and parents. Free Universität von Berlin has developed training programs to counter and educate people about cyberbullying. German police warn parents over Facebook pictures of children.



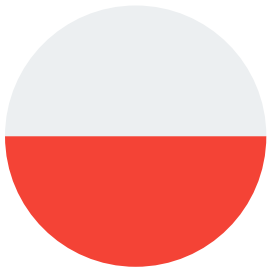
Latvia:

- In Latvia, 81% of parents believe that cyberbullying has become common in recent years.
- 57% of Latvian students have been bullied or isolated by classmates in the past year, in the form of physical violence or threats was reported to 36% of students. 25% of respondents had been subjected to cyberbullying. They have received insulting messages or health threats. Physical violence dominates among boys. 67% of them have experienced public bullying. Yet, psychological violence in the form of isolation and bullying dominates among girls. 60% of them were exposed to it.
- The study showed that 84% of children have a clear idea of what cyberbullying is. Moreover, every second school child has experienced psychological or physical violence.
- There are no concrete definitions for hate speech, hate crime and cyberbullying, but, through national legislations, various chapters are addressing these issues, there is also good practice and support offered by institutions and especially by NGOs.



Portugal:

- On average, 5 bullying reports are formally issued to the Portuguese Police each day.
- In 2014 a poll showed that 10% of Portuguese children had confirmed being a victim of bullying; 4 years later, in 2018, the percentage escalated to 23%.



Poland:

- The victims of bullying in Polish schools are mostly boys. If it comes to cyberbullying the majority of victims are girls. About 20% of Polish students admit being a victim of bullying.
- The interviewees were asked where they would seek help if they became cyberbullied. 9% would not report it to anyone, 18% would report to a friend, about 23% to the authorities and over 48% would report to parents. The most disturbing is the fact that almost 50% of the victims did not report being bullied to anyone.



Sweden:

- Half of young Swedes are exposed to cyberbullying. More than two-fifths of 12-17 year olds say they have been bullied or misbehaved online.
- Cyberbullying is a widespread problem among Swedish children and young people aged between 12 and 17. Especially during the summer holidays, when as many as eight out of ten (80%) of the country's children and young people say they spend four hours or more online every day with their mobile phone, tablet or computer.
- As many as 46% of girls say they have been exposed to bullying or mischief online, compared to 39% of boys. Overall, 43% say they have been exposed to cyberbullying and 68% know someone who has been exposed.
- 86% believe they have been taught how to behave or how they should behave online. 91% have learned from their parents. The second most common source of knowledge is school (62%), followed by those who learned from siblings (23%) and friends (22%).



4. WORKSHOP

Good practices, activities and workshops designed and tailored to raise awareness of bullying and cyberbullying through non-formal education.

All workshops were designed in full compliance with the restrictive measures for Covid-19.

Thanks to the project participants for their commitment, creation and dissemination of such practices.



1. *THINKING OUT OF THE BOX*
2. *LEAVE THE LIGHT ON*
3. *CYBERBULLYING TREE*



1



- THINKING OUT OF THE BOX -

Activity time 30 min (preparation not included - 15 min)

Step 1

Preparation:

Create (draw with a chalk, stick a tape on the floor) multiple squares/boxes. Try to place them on the sides of the room/yard to make sure you leave the space in the middle for participants to freely walk through. The number of squares/boxes will correlate with numbers of categories you choose (for example countries where participants come from). Name those boxes accordingly and make sure they are big enough to fit people in. In front of those boxes create a one BIG square/box separated from others. It will be a common box, where participants will move after each question asked (see questions below).

Step 2

Proceed to the activity:

Play calm Music

Invite participants to the room/yard where you prepared the settings, make sure that facilitator welcomes them at the entrance and instruct them to place themselves in the box.

Ask for Complete silence

(As per the COVID-19 measures, let's keep our masks on at all times).

Step 3

Activity Introduction:

When everything is set up begin with an introduction text:

“It’s so easy to place People in Boxes. Drawing lines, creating sides. There is us and there is them. Those we feel comfortable around, and those we don’t. There are those of us with many chapters, and those just starting their own stories. There is a well to do, and those doing what they can. There are those we share something with. Those we don’t seem to share anything with.”

Present the instructions:

“So guys, here we are today to understand and reflect. We have a couple of boxes here and we would like to ask you some questions. Some of them can be very personal and we would like you to be as honest as possible. Please do not speak but do think before you move into the box, take your time.

Here is an empty box and after each question, if the question(s) relate to you or you have experienced the same situation, please move into the Big Box.

After each question, we pause to reflect and then move back into our original box.”

Step 4

Read out the following questions:

After each one DO NOT forget to pause and give people time for reflection. After that inform people to return to their original box. Proceed to the next question.

1. Who in here was the class clown?
2. Who is never on Time?
3. Who has a dream job?
4. Who is madly in love?
5. Who was heartbroken?
6. Who has great friends?
7. Who has witnessed bullying & didn't react?
8. Who feels lonely?
9. Who has been bullied?
10. Who has bullied others?
11. Who has gone through a long illness?
12. Who wants to build a family one day?
13. Who feels excluded?
14. Who feels loved?
15. Who underestimates themselves?
16. Who has overcome great difficulties? It can be personal or professional.
17. Who feels happy today?
18. Who had a challenging childhood?
19. Those who keep secrets from being judged or embarrassed?
20. Who likes to hug or be hugged? (you can invite people for a group hug).

And then it's all of us who simply want to have a happy life without fear and struggles.

Step 5

Facilitate the reflection, ask volunteers for sharing their insights.

Step 6

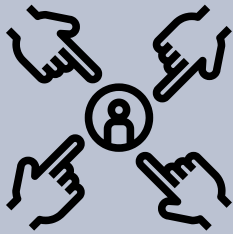
Thank everybody for participation, their honesty and togetherness.



- LEAVE THE LIGHT ON -



Description of the tool:	The workshop was divided into two parts comprising of some personal experiences and an interactive activity to understand and reflect.
Objectives of the workshop:	To put some light on what is empathy and the understanding of the feelings/emotions of the people around us especially the vulnerable ones.
Target Group:	Youth (20 - 30 yrs).
Level of difficulty:	4.
Group dimension:	Minimum – 10 ; Maximum – 35.
Time:	40 mins.
Materials:	Chawks, Tape, Music, Printout of Questions.
Instructions:	<p>Provide Quick introduction to the topic of empathy</p> <p>Introduction of the speaker(s)</p> <p>Clock the time</p> <p>Interact with the participants</p>
Tips for facilitator:	<p>Be empathetic towards others.</p> <p>Create an atmosphere for the participants to feel connected.</p> <p>Take small pauses (30 sec) to create a good synergy.</p>



- CYBERBULLYING TREE -



Description of the tool:

We have created 2 workshops for our participants. The first one will be quiz that has an aim to warm up the participants. The second one “Cyberbullying tree” is the main one and will include interactive workshop on cybersecurity issues where the participants will be divided in few big groups (depending of number of participants but ideally 3 or 4 groups) discussing together about the roots and consequences of the cyberbullying. By this we want to empower participants to express their views, to develop critical thinking, to raise awareness about cyberbullying, so they can also share it in their communities and among friends.

Objectives of the workshop:

The main objective we want to achieve is to increase the awareness about the damages, consequences and risks that cyberbullying can cause especially in young ages. To open the question what are roots of this harm and how to prevent it. We want to teach participants about the most common methods of cyberbullying such as: harassment, impersonation, flaming, trickery, exclusion, denigration, cyberstalking etc, and to make them think about the society and how cyberbullying can be prevented. Also, we want to develop critical thinking, empower them to express the ideas, and even to inspire them to be more active in their societies and communities.

Target Group:

Our participants have different backgrounds, levels of education and are different ages, we want to bring the issue about cyberbullying to all groups of people regardless of their experience or knowledge in order to raise awareness. By the workshop we are addressing violence and the importance of discovering it in early stages before it causes harm to victims, but also to prevent participants of doing cyberbullying as actors sometimes are not aware that their acts may cause damage to someone else.

Level of difficulty:

4.

Group dimension:

Minimum – 12 ; Maximum – 35.

Time:

1h 30 min.

Materials:

A4 papers, Lap Top and projector, Pens, Stickers, Board table, Markers, A4 papers in 3 different colors.

Instructions:

For the first activity facilitators need to prepare questions for the quiz about cyberbullying facts. The participants will be involved by connecting to the platform with their phones. For the second workshop facilitators will introduce the flow of the activity. They are going to make 3 or 4 groups depending of the total number of participants (small enough that participants can have space to discuss and share their views among each other). They will have the task to discuss about the roots and consequences of cyberbullying. Groups will have approximately 25 minutes to discuss, to express its experience, views and concerns within the groups. Every group has the task to write down as many as possible words or short sentences about the roots and consequences. After the time expires they will share it with everybody with short explanation. The words written down on sticky notes within groups should be stick on the board table prepared previously by facilitators. Every group should choose a group leader (or more people) to present what did they come out with, what did they discuss about and what words they wrote down and to stick it on the Cyberbullying tree.

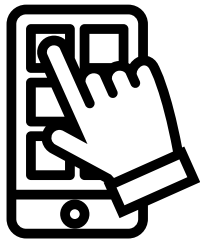
Variations:

Variations can be implemented in following:

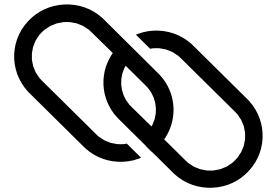
- 1) Time for group work – it can be shorter or extended depending on how the group works among each other – in case they require more time we will be open for it because the main thing of the workshop is to encourage participants to discuss, think, share their experiences and ideas.
- 2) Number of groups – this depends on total number of participants.
- 3) Group leader – it can be allowed more people to present it, it is not important to have only one person. It is even better to have more people speaking in front of others as this is great way to encourage them to improve public speaking.

Tips for facilitator:

Facilitators should act friendly, and be sure that everybody understand what is the task in specific case. Should be ready to help or to explain something again. Facilitators should observe the work of groups from time to time (not all the time) asking them how it goes and if they have some questions or concerns.



5. USEFUL LINKS



Knowledge about social media policies and security online (examples)

- [Tools against cyberbullying 1](#)
- [Tools against cyberbullying 2](#)
- [Tools against cyberbullying 3](#)

Online Youth Work, Digital Youth Work, Smart Youth Work

- [Digital Youth Work 1](#)
- [Digital Youth Work 2](#)

Movies

- [ScreenAgers](#)

Tools and Materials for Workshops, Sessions, Activities on Cyberbullying

- [Tip and resources 1](#)
- [Tip and resources 2](#)
- [Tip and resources 3](#)
- [Tip and resources 4](#)

International organizations campaigns and work on bullying and cyberbullying

- [Institutional instruments 1](#)
- [Institutional instruments 2](#)
- [Institutional instruments 3](#)
- [Institutional instruments 4](#)



6. CONCLUSIONS

This set of activities and guidelines aims to raise awareness of the the community, irrespective of factors such as age, gender, cultural cultural level, social status, etc. the issue of digital literacy, bullying bullying and cyberbullying.

These phenomena are becoming more and more frequent nowadays, despite the fact that the means and knowledge exist to curb their advancement. Through educational interventions on the territory we promote the use and conscious use of these means and channels of prevention. Actively cooperating is important in everyday life and is a decisive factor for is a determining factor for active citizenship, not only for the younger generation but also for adults, seniors, parents, teachers and youth workers, parents, teachers and youth workers.



We would like to thank the organisations involved in the project partnership and with them the delegated youth workers who took part in the mobility activity:

- *TDM 2000 (Italy)*
- *Európa Ifjúsága Egyesület (Hungary)*
- *NGO Nest Berlin (Germany)*
- *EvolvingYOUth (Latvia)*
- *FRATERNITAS (Poland)*
- *ADOLESCERE (Portugal)*
- *YOUTHFULLY YOURS SK (Slovakia)*
- *PLANBE PLAN IT BE IT (Cyprus)*
- *FORENINGEN FRAMTIDSTAGET (Sweden)*

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